



# Collection Development Policy for The Library Commons at Clinton Central Elementary

Clinton Central Elementary School Library  
725 N. State Road 29  
Michigantown, IN 46057  
(765) 249-2244, ext. 375

Rhonda Rudd – Media Specialist  
[ruddr@clinton.k12.in.us](mailto:ruddr@clinton.k12.in.us)

Last updated on September 30, 2010





# Table of Contents

Library Description .....	4
Mission Statement .....	5
Brief Intro To Collection, Staff, Facility, History .....	6
Funding .....	7
Intellectual Freedom Section	
Policies .....	8
Procedures .....	9
Materials Challenge Guidelines .....	10
Subject Areas And Selectors-	
“ Selection Supports Curriculum” .....	11
General Selection Tools.....	12
Animals .....	13
Selection Criteria For Subject .....	13
Selection Tools For Subject Area .....	13
Current Strength Of Holdings .....	14
Desired Level Of Collecting Activity .....	14
Policies For Retrospective Acquisitions .....	15
Policies For Journals/Magazines .....	15
Policies For Gifts .....	15
Weeding Policy/Procedures .....	16
Evaluation Policy/Procedures .....	16
Resource Sharing Policy/Procedures .....	16
Bibliography .....	17
Appendix .....	19

# Description Of Library



Clinton Central School Corporation is comprised of one elementary school and one junior- senior high school. The two schools are housed together on State Road 29, just south of Michigantown, Indiana.

Built in 1972 after the six township schools consolidated, Clinton Central Elementary School is a K-6 school located in North Central Indiana providing education to approximately 600 students in a rural farming community. The student population is fairly racially and ethnically homogeneous, comprised of 95% white, 3% mixed race and 1% Hispanic. Socioeconomic statistics show 41% of the students are on free or reduced lunch. (IDOE)

The Library Commons is located at the heart of the elementary school and houses approximately 11,000 titles, including fiction, nonfiction, periodicals and reference materials suited for 5-12 year olds. The budget is decided on by the 7-member school board and the superintendent based on recommendations by the building principal. Currently the library receives the minimum laid out by the state- \$8.00 per child per fiscal year for a total of approximately \$4,800.00. This budget is spent on books, magazines, supplies, technology for the library and materials for celebrations. One full-time media specialist runs the library, and some common duties are as follows: The media specialist evaluates the collections, selects and orders materials, catalogs materials, processes materials, conducts seven levels of library and information skills' classes each day, allows students the opportunity to check out books, works with staff members to provide resources and materials for thematic units and research activities, shelves books, and performs any other necessary tasks associated with running the library.

The library's Mission Statement is meant to reflect the corporation's mission statement, and includes ideas relevant to producing moral, engaged, productive citizens in the 21<sup>st</sup> century. The library, as well as the corporation, puts children first.

Clinton Central School Corporation Vision Statement:

*Clinton Central is a learning community, which always places children first.*

Clinton Central School Corporation Mission Statement:

*Clinton Central strives to develop useful and productive citizens with a strong work ethic, a sense of moral responsibility, and a commitment to the improvement of themselves and their community in a changing world.*

# Mission Statement



**The Library Commons  
provides students with TLC:**

**Teaching of technology,  
Love of literature, and  
Curriculum connections.**



## The Collection

The print collection, numbering approximately 11,000 volumes, is in need of refurbishment. With the installation of the Harmony library program in 2009, intensive weeding was conducted. However, more weeding (due to old copyright dates, irrelevant information, and poor condition of books) is necessary. Heavy use and dated material have rendered much of the collection undesirable and obsolete. In order to purge these materials and keep the collection at an average of 20 books per student, new books are needed. The purchase of newer materials would increase circulation and better meet the needs of the school community.

Approximately one-half of the print collection is non-fiction and reference materials, focusing primarily on the curriculum needs of the students and teachers. One-fourth of the collection is fiction picture books, and the final one-fourth is fiction chapter books providing students with materials for pleasure reading. The library subscribes to 14 periodicals for children.

Due to budget limitations, electronic materials are being introduced at a very slow rate. A small educational DVD library (approximately 25 titles) has been started with funds from a PTO fundraiser. In addition, the school has provided the staff with a subscription to United Streaming. INSPIRE (Indiana's free virtual library) is currently our only online database collection. Pathfinders and Webquests are being created to house appropriate and relevant Internet resources.



## The Staff

Clinton Central Elementary School averages four classroom teachers per grade level (k-6). Related Arts teachers teach "Specials." "Specials" include music, art, physical education, swimming and library. In addition, the school employs one gifted and talented teacher, one speech/ language therapist, two special education teachers, and a Title I coordinator. Instructional assistants are assigned to each grade level. The average number of students per class is 22. Nonteaching positions include principal, assistant principal, guidance counselor, secretary, receptionist, and nurse. Cafeteria workers, custodians, and bus drivers round out the employees serving our student population.



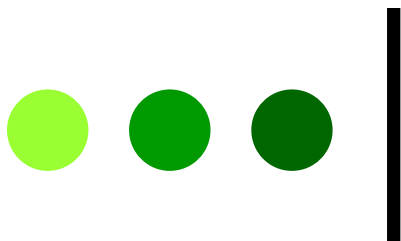
## The Facility

The building is currently undergoing a \$12,000,000.00 renovation. It was built in 1972 to house the students from 6 township schools after consolidation. Primary classrooms are located on the north side of the building, while intermediate classrooms are located on the south side of the building. Kindergarten is in a separate wing of the school. Two computer labs are housed on the east side of the building, and the gymnasium and swimming pool are on the west side of the building. The library is situated in the center of everything.



## The History

Six townships (Michigantown, Kirklin, Sugar Creek, Forest, Johnson, Warren and Scircleville) began consolidation efforts in 1958 when Clinton Central High School opened its doors. The elementary students remained at the township schools until 1972, when Clinton Central Elementary School was built. The building was built based on the "open concept" school. There were virtually no walls separating spaces. Walls have since been added along with a kindergarten wing and a cafeteria.



# Funding

According to the School Accreditation section of the Indiana General Assembly Codes, 511 IAC 6.1-5-6 states, "All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program." This \$8 minimum expenditure was set in 1989 when the average cost of a book was about \$9. According to the Plucker report on Indiana trends from the Center for Evaluation & Education, the average cost in 2005 was well over \$20. "A general trend is that as time passes, Indiana tends to sink lower in the ranking compared to other states when it comes to financing and stocking K-12 school libraries." (Plucker,10)

According to the American Association of School Librarian's 2008 "School Libraries Count" nationwide survey, school media centers in the 95th percentile nationally receive \$48.02 per student per year. School media centers in the 75th percentile receive \$21.02 per student per year, and school media centers in the 50th percentile receive \$12.06 per student per year. The Center for Evaluation & Education Policy noted that, in 2003-2004, the average school library expenditure per student in Indiana was \$14.90 for library materials.

The Clinton Central Elementary Library receives the state mandated minimum of \$8.00 per student per year. With an average enrollment of 600 students, the available budget is approximately \$4,800. Obviously, this is well below the national average and lags behind the state average. Because this budget barely allows for supplies, magazine subscriptions, and replacement of lost and damaged materials, it becomes necessary to employ fundraising efforts in order to keep up with materials needed to satisfy curricular needs and pleasure reading materials, as well as the introduction of electronic materials.

One such fundraising effort will continue to be the annual Scholastic Book Fair. The book fair is held during the week leading up to Grandparent's Day, with a culminating effort during Grandparent's Day. Depending on book fair sales and library needs, a combination of book profit and cash profit will be determined. Based on the average yearly sales from the 2007-2008 school year through the 2009-2010 school year, profit averages were approximately \$2,000 in books and \$1,000 in cash.

In addition, the media specialist encourages the school population to save labels from "Campbell's Labels for Education." Labels are collected and redeemed for points to be used for merchandise ranging from books to supplies. In the past, labels have been accumulated over several years to "purchase" big ticket items like a televised Jeopardy game and an oversized story time rug.

Grant writing will prove to be a necessary duty in the future. Possible funders may include, but are not limited to, government funders, corporate funders and local funders. The Clinton Central Education Foundation should also be considered.

# Intellectual Freedom

## Policies and Procedures



The Library Commons (TLC) of Clinton Central Elementary School (CCE) believes in intellectual freedom as explained in the first amendment to the U.S. constitution, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances,” and outlined in the Library Bill of Rights.

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996.



# Intellectual Freedom Policy (cont.)



The C.C.E. library will guide our services based on the Library Bill of Rights.

*I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.*

The school library media center will provide relevant materials to support the curriculum based on the Indiana Academic Standards, encourage critical thinking, enhance problem-solving skills, and explore ideas and interests while encouraging a literary appreciation at varying reading levels.

*II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.*

Library materials and services will ensure access to different points of view, unique cultures and current societal issues for the school community and beyond.

*III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.*

Censorship will be challenged. At no time will censorship be confused with de-selection. A continuous review of the collection will aid in de-selection purposes related to materials that are obsolete, contain falsehoods, disregard age appropriateness or reveal physical flaws and deterioration. The media specialist will strive to provide materials that enlighten and inform students and staff.

*IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.*

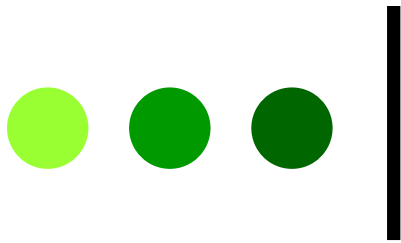
Objections to materials will follow the “Materials Challenge Guidelines” following a “Request for Reconsideration.” (found in the Appendix)

*V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.*

The CCE school community is represented by a unique combination of people. All members of the school community will be welcomed in The Library Commons (TLC) and encouraged to use the collection and services representative of all.

*VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.*

TLC facilities will be available to all approved school groups on a first come, first served basis.



# Materials Challenge Guidelines

Although the collection has been chosen with care and consideration based on professional reviews and mindful of the needs of students and staff, it may become necessary to review items for reconsideration. If a challenge occurs, the following steps will be taken.

1. The challenger (student, staff, parent, or community member) can pick up a “Request for Reconsideration” form (see Appendix) at the library media center during regular business hours.
2. The challenger submits completed form directly to the library media specialist.
3. Upon receipt of the form, the media specialist will have two weeks to form a reconsideration committee comprised of the media specialist, 2 teachers, 2 parents, and the principal.
4. All reconsideration committee members will have 2 weeks to read the challenged material, professional reviews of the challenged item, and the collection development policy in preparation for the decision making process.
5. The challenged item will remain on the shelf until the committee has made a determination.
6. The reconsideration committee will meet to discuss the challenged item within 4 weeks after the “Request for Reconsideration” has been submitted.
7. The challenger will be advised of the committee’s decision by certified letter within one week of said decision.
8. If the challenger is not satisfied, said person may appeal to the school board. The school board will review the material in question and make a final decision.

# Subject Areas Description and Selectors-

## “Selection Supports Curriculum”



The Library Commons at Clinton Central Elementary School strives to provide materials to support the curriculum so that students and teachers have necessary resources at their fingertips to encourage student learning. Each group of teachers has written curriculum based on the Indiana Academic Standards for their respective grade levels. This is an ongoing process and is updated periodically. The Library Media Specialist will work with a team (The Team of **Evaluation Advisory Mentors- TEAM**) comprised of acting grade level representatives from each of the building's grade levels (K-6) and the elementary technology director in order to evaluate the library collection and make recommendations for future purchases and weeding. The Indiana Academic Standards will determine topics, and a range of appropriate reading levels relating to those topics will be the primary basis for collecting library materials. The media specialist will make final purchasing decisions based on the current budget.

The TEAM will meet twice each school year. The first meeting will take place on the first teacher day in August to analyze fiction chapter books, fiction picture books, and emergency needs. The second meeting will occur on the first teacher day in January upon returning from Christmas break to apply the “rifle approach” in order to focus on a nonfiction critical need. (Lowe, 28) Each year, one major curriculum area will be the focus for acquisitions. The Media Specialist will add information (current strength of holdings , desired level of holdings, selection criteria, and selection tools ) for each new subject area. The curriculum area “Animals” will serve as an example for future subject area analyses.

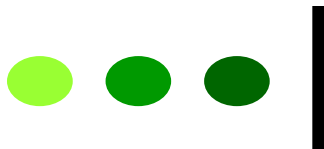
At each TEAM meeting a prioritized list for possible collection additions will be constructed. This list will be formed based on standards, student needs, teacher recommendations, and professional reviews. Professional reviews will be used as selection criteria and review sources are found, but not limited to, the sources listed on page 11. In addition, the following selection criteria will be used.

- Content is up to date.
- Facts are accurate.
- Reading levels are appropriate.
- Material is visually appealing.
- Materials include appropriate elements for study: table of contents, glossary, index and bibliography.
- Charts, graphs, tables, photos, illustrations and maps are included when needed.
- Effectively uses captions and headings.
- Lacks distracting and/ or irrelevant content.
- Adds value to the collection.
- Is cost effective.
- Is easily accessible.
- Assures long term use.
- Appeals across grade levels.



# General Selection Tools

<i>Booklist-</i>	<i>Booklist</i> is a publication of the American Library Association that provides critical reviews of books and audiovisual materials for all ages. It is geared toward libraries and booksellers and is available in print or online. It is published twice monthly September through June and monthly in July and August. (Wikipedia)
<i>Caldecott Award-</i>	The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children. (ALA)
<i>EMA-</i>	The Electronic Media Awards™ (EMA™) is a prestigious international competition recognizing excellence in electronic media, including Web, Video, Flash™, Video Games and Interactive Multimedia (CD/DVD). ( <a href="http://www.electronicmediaawards.com/awards.html">http://www.electronicmediaawards.com/awards.html</a> )
<i>Geisel Award-</i>	The Geisel Award is given annually to the author(s) and illustrator(s) of the most distinguished American book for beginning readers published in English in the United States during the preceding year. (ALA)
<i>Horn Book-</i>	Published bimonthly, <i>The Hornbook Magazine</i> features commentary, articles, book reviews of selected new titles, and other information related to children's and young adult literature. Its sister publication, <i>The Horn Book Guide</i> , appears twice a year and contains only reviews, more than 2,000 in each issue, which are rated and extensively indexed. ( <a href="http://www.hbook.com">www.hbook.com</a> )
<i>Library Sparks-</i>	<i>LibrarySparks Magazine</i> is an indispensable resource bursting with fun and engaging programming ideas for today's elementary school and children's librarian. The pages of the magazine are brimming with practical, ready-to-use lessons and activities. In addition, each issue centers on a theme to help keep programming fresh and inspired. It includes hands-on articles about integrating quality literature with the curriculum using annotated bibliographies, games, activities, discussion ideas and more. ( <i>Library Sparks</i> )
<i>Newbery Award-</i>	The Newbery Medal was named for eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children. (ALA)
<i>Sibert Award-</i>	The Robert F. Sibert Informational Book Medal is awarded annually to the author(s) and illustrator(s) of the most distinguished informational book published in English during the preceding year. The award is named in honor of Robert F. Sibert, the long-time President of Bound to Stay Bound Books, Inc. of Jacksonville, Illinois. The Association for Library Service to Children (ALSC) administers the award. (ALSC)
<i>SLJ-</i>	<i>School Library Journal</i> is a monthly publication with articles and reviews for school and public librarians who work with young people. (Wikipedia)
<i>Wilder Award-</i>	The Wilder Award honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children.



## Curriculum Area- Animals

In order to support the curriculum, the library needs to raise average copyright date and the quality and number of books dealing with animals. Each grade level (k-6) is required by the Indiana Academic Standards to include in the curriculum aspects of learning about animals.

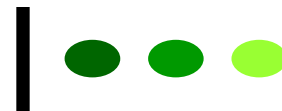
Kindergarten and 1st grade students are introduced to the study of animals by observing butterflies and frogs as they transform throughout their life cycle– noting what these animals need to grow and survive. Caterpillars are kept in an enclosed butterfly garden and observed as they munch through leaves. Cocoons form and butterflies emerge. At that time, students release the butterflies into the wild for the cycle to start again. Tadpoles are kept in a water environment and a hands-on study is performed until the transformation to frog is complete. The library needs to provide materials to build on this natural curiosity.

These concepts become the foundation for learning as new information is introduced. 2nd and 3rd grade students include external features in their study of animals– adaptations and classification. The 2nd graders take field trips to Eagle Creek Park and the Indianapolis Zoo to help with the concept of animal adaptations. They are required to choose an animal from the current year's "Read the Zoo" program and conduct research on that animal– presenting findings in a number of ways. The 3rd graders delve into an in-depth study of birds of prey, with culminating activities of research reports and dissecting owl pellets. These research activities require materials from the library.

Additional information and more complex concepts are introduced as students age. Animal food chains, survival, and relationships are just a few of the topics studied by 4th, 5th, and 6th grade students. This critical and involved information must be enhanced and delivered through library resources.

As teachers prepare for units on animals, they peruse the library to find books for "information stations" in the classroom. Currently the library resources do not meet the needs of the teachers, students or the curriculum. It has become necessary to build on this collection.

## Selection Criteria and Tools- Animals



In addition to the General Selection Tools, the following tools could be used to find books and information to help build this section of the collection.

Amazon: nonfiction animal books for children. Includes customer and professional reviews.  
<http://www.amazon.com>.

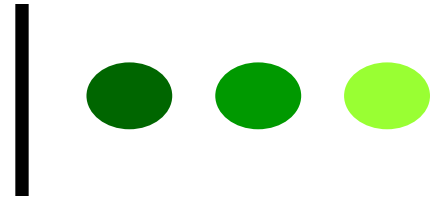
National Geographic Kids books. <http://shop.nationalgeographic.com/ngs/category/kids/books-and-atlases/animals-and-nature?categoryLevelId=A091>.

Ranger Rick book reviews. <http://www.nwf.org/Kids/Ranger-Rick/Books.aspx>.

Reading Rockets Book List by Theme. <http://www.readingrockets.org/articles/books/c668>.

Zarnowski, Myra. *The Best in Children's nonfiction: Reading, Writing & Teaching Orbis Pictus Award Books*. National Council of Teachers of English. November 2001. (The NCTE has established an annual award for promoting and recognizing excellence in the writing of nonfiction for children.)

# Collection Levels– Animals



0 = *Poor*- Materials necessary to support curriculum not present in collection

1 = *Limited*- Minimal amount of materials in collection to support curriculum

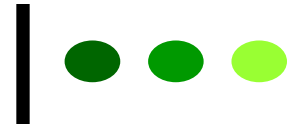
2 = *Basic*- Materials in collection support curriculum

3 = *Adequate*- Materials in collection support and enhance curriculum

4 = *Superior*- Additional materials available for pleasure reading as well as adequate materials to support and enhance curriculum

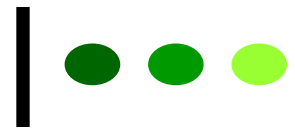
Grade level/ Standard	Topic	Reading level	Current collection holdings	Desired collection holdings
K.4.1 Give examples of plants and animals.	General	PreK-1st grade	0	3
1.4.3 Observe and explain that animals eat plants or other animals for food.	Herbivores, carnivores, omnivores	K-2 <sup>nd</sup> grade	1	4
2.4.1 Observe and identify different external features of plants and animals and describe how these features help them live in different environments.	Adaptations, camouflage	1 <sup>st</sup> grade-3 <sup>rd</sup> grade	3	4
3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group.	Animal classification	2 <sup>nd</sup> grade-4 <sup>th</sup> grade	2	4
4.4.4 Observe and describe that some source of energy is needed for all organisms to stay alive and grow.	Food chains, food webs	3 <sup>rd</sup> grade-5 <sup>th</sup> grade	2	4
5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing.	Animal survival and reproduction	4 <sup>th</sup> grade-6 <sup>th</sup> grade	1	3
6.4.9 Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer/consumer, predator/prey, or parasite/host.	Food chains, food webs, predator/prey, symbiosis	5 <sup>th</sup> grade-7 <sup>th</sup> grade	2	4

## Policies for Retrospective Acquisitions



TLC will seek retrospective acquisitions when needed replacement materials are out of print or priced out of reach. The media specialist will attempt to find any teacher requested materials to support curriculum even if it is out of print. That need may only be satisfied through used and out of print services. In such cases, retrospective acquisitions will become necessary. Also, if a good quality used title can be purchased for less than a new copy, the media specialist will make a determination on the validity of such purchase.

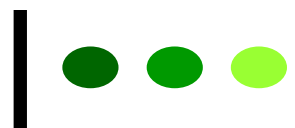
## Policies For Journals/Magazines



Periodicals will be purchased based on user wants and needs. Circulation statistics and patron requests will be the basis for such purchases. Currently, twelve magazine subscriptions are circulated– *American Girl*, *Ask, Boys' Life*, *Discovery Girls*, *Highlights*, *Kids Discover*, *National Geographic Kids*, *Popular Science*, *Ranger Rick*, *Sports Illustrated for Kids*, *Your Big Backyard*, and *Zoobooks*. Magazines are purchased through annual fundraising efforts from Clinton Central High School students. The first two high school students to contact the Media Specialist with a fund-raising magazine sales flyer will each be granted the purchase of half of the magazine subscriptions each.

Databases are acquired through INSPIRE– Indiana's free virtual library. INSPIRE is funded through a grant from the Indiana State Library. The purchasing of additional databases should become a priority if funding increases.

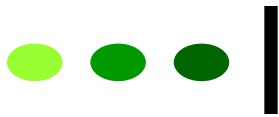
## Policies For Gifts



Gifts of library materials are accepted without compensation under the provisions of the collection development policies. Gifts must contain accurate information relevant to K-6 students, be visually appealing and free from physical imperfections, and will, upon receipt, become the property of the library. The library reserves the right to discard the gift(s) as dictated by the weeding policy. Receipts for tax purposes will not be given to donors.

The library will accept monetary gifts. Unless otherwise noted, the Media Specialist will use the gifted money at his/her discretion. In the event that the donor wishes to dedicate a book for a special event or in-memoriam, the LMS will purchase the desired title with the monetary gift. A book plate will be added to the inside cover of the book.





## Weeding Policy/Procedures

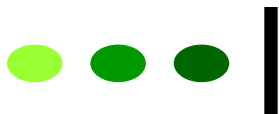
TLC will use the MUSTY (Dickinson, 24) criteria for the removal of library materials.

M	Misleading information
U	Ugly
S	Superseded by better works
T	Trivial– may have been more valuable to the collection years ago
Y	Your collection has no use– irrelevant to curriculum, student, or teacher needs

Weeding will be informal and formal. Informal weeding will be ongoing as materials are checked in and out. Formal weeding will occur on a rotating basis using Dickenson’s “one-shelf-per-week” procedure. First, on the chosen shelf, pull books that at first glance appear to meet the MUSTY criteria. Next, apply that criteria by further inspecting these books. Finally, record the reason for removal inside the front cover of the MUSTY books and immediately delete them from the catalog database. The following week, a new shelf will be weeded. When all shelves have been weeded, begin the rotation again.

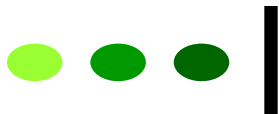
Weeded materials will be sold at Open House each year for twenty-five cents per title, with the exception of books with misleading or inaccurate information. Those books will be thrown away. Any book not sold will be offered to students and staff at no charge. Profits will be used to purchase new books.

School publications and local history books will not be weeded unless they are irreparable. Classics and award-winning books will only be weeded if the budget allows them to be replaced. Dedication and In-memoriam books will not be disposed of. If they meet the MUSTY criteria, they will be kept in a storage room in the library.



## Evaluation Policy/Procedures

The evaluation process will be continuous throughout the school year in order to support curriculum and provide adequate and appropriate leisure reading material. Feedback from students and staff will be reviewed at TEAM meetings, and issues arising are contingent upon determinations from TEAM findings based on the Indiana Academic Standards and school curriculum. TEAM members will perform interviews with coworkers and students at each grade level concerning needed material (Criteria can be found on page 10, “Selection Supports Curriculum.”) Systematically, one specific section of the collection (to be determined by the TEAM) will be evaluated each year. Circulation statistics will help determine the popularity of the collection and will aid in attempts to showcase unused materials that do not meet the MUSTY standards.



## Resource Sharing Policy/Procedures

Clinton Central School Corporation includes one elementary school and one jr./sr. high school. It has become necessary in the past to share resources between the two buildings for research projects. Shared resources will be checked out based on availability under the supervising teachers name. In addition, a relationship is being formed with local public libraries (Frankfort, Michigantown and Kirklin) to provide needed materials through referrals and inter-library loans.



## Bibliography

Clinton Central School Corporation. <http://www.clinton.k12.in.us/> last accessed July 27, 2010.

Indiana Department of Education (IDOE). "School Snapshot for Clinton Central Elementary School."  
<http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=0961>. last accessed July 27, 2010.

Library Bill of Rights. Chicago: ALA. 2010.

<http://staging.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

First Amendment. Find Law. 2010. <http://caselaw.lp.findlaw.com/data/constitution/amendment01/>.

Indiana Academic Standards. Indiana Department of Education.

<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>.

last accessed July 27, 2010.

Lowe, Karen. "Resource Alignment." *Knowledge Quest*. Volume 30. No. 2 Nov./ Dec. 2001.

Dickinson, Gail. "Crying Over Spilled Milk." *Library Media Connection*. April/ May 2005.

Johnson, Peggy. *Fundamentals of Collection Development and Management*. 2nd edition.

Chicago: ALA. 2009.

Indiana General Assembly Codes. 511 IAC 6.1-5-6 Media program.

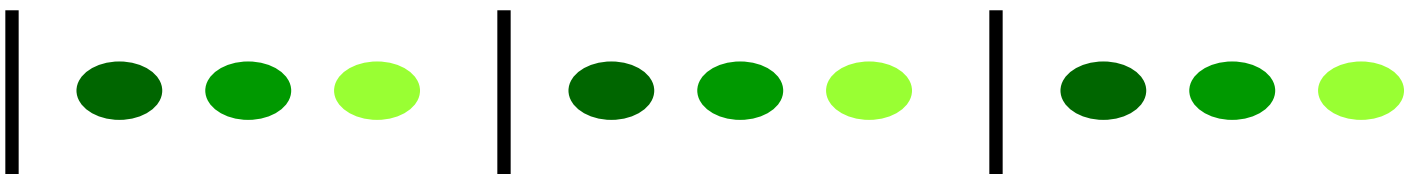
<http://www.in.gov/legislative/iac/T05110/A00061.PDF>. last accessed July 27, 2010.

"Sizing Up America's School Libraries." *School Libraries Count*. Chicago: ALA.

<http://www.ala.org/ala/mgrps/divs/aasl/researchandstatistics/slcsurvey/2008/slc2008.ppt>.

#264,27,Slide 27. last accessed July 26, 2010.

Plucker, Jonathan A. [et al.]. "2008 Trend Analysis of Indiana K-8 Library Services Since the School Library Printed Materials Grant." *Center for Evaluation & Education Policy*. Bloomington, IN: Indiana University. September 2008.





## REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

AUTHOR\_\_\_\_\_

TITLE\_\_\_\_\_

PUBLISHER\_\_\_\_\_ COPYRIGHT DATE\_\_\_\_\_

CALL NUMBER OF  
BOOK\_\_\_\_\_ ISBN\_\_\_\_\_

NAME OF SCHOOL BUILDING WITH TITLE IN SCHOOL LIBRARY  
MEDIA COLLECTION

\_\_\_\_\_

REVIEW REQUEST BY:

NAME\_\_\_\_\_

ADDRESS\_\_\_\_\_

CITY\_\_\_\_\_

STATE\_\_\_\_\_ ZIP\_\_\_\_\_

HOME PHONE\_\_\_\_\_

BUSINESS PHONE\_\_\_\_\_ EXT.\_\_\_\_\_

CELL PHONE\_\_\_\_\_

Complainant Represents:

1. Himself/herself: YES\_\_\_\_\_ NO\_\_\_\_\_

2. Other than himself/herself YES\_\_\_\_\_ NO\_\_\_\_\_

3. If yes was marked on #2, give the following information on group &/or person:

Name\_\_\_\_\_

Address\_\_\_\_\_

City\_\_\_\_\_ State\_\_\_\_\_ Zip\_\_\_\_\_

Phone number\_\_\_\_\_ Extension\_\_\_\_\_

1. Have you read the entire book? YES\_\_\_\_\_ NO\_\_\_\_\_

2. If yes, give a summary of the book in your own words. If you need more space for any answers, please attach a separate page.

3. To what in the book do you object? Please be specific and cite pages.

4. What do you feel might be the result of reading this book? Please be specific and cite pages.

5. What do you like or find positive about this book? Please be specific.

6. Is there any age or group that should be allowed access to this book? If yes, who or what group? Please be specific and explain your reasoning.

7. Is there any age or group that should not be allowed access to this book? If so, who or what group? Please be specific and explain your reasoning.

8. Have you read any review of the material? YES\_\_\_\_\_ NO\_\_\_\_\_

9. If you answered yes, please list the source(s) and date(s) of the review in the space below.

10. Are you aware of the judgment of this book and/or of this author by literary critics? Write what you know about these literary opinions.

11. What would you like the school to do about this book?

12. Can you recommend another title for the school library to purchase to present the opposite, or an alternative, point of view of the title in question? \_\_\_\_\_

13. If number 12 was yes, please give the following information:

Title\_\_\_\_\_

Author\_\_\_\_\_

Publisher\_\_\_\_\_

Copyright Date\_\_\_\_\_

ISBN (International Standard Book Number)\_\_\_\_\_

Review Source(s)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE\_\_\_\_\_

DATE\_\_\_\_\_